

UNION COLLEGE PTA PROGRAM CLINICAL EDUCATION HANDBOOK

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PURPOSE OF THIS HANDBOOK

This Handbook has been prepared to assist the student and the clinical faculty in the clinical portion of the Union College Physical Therapist Assistant Program. The policies and procedures in this handbook have been established to guide each student in attaining entry level competence as a contemporary practicing physical therapist assistant. All students are required to abide by these policies and procedures.

UNION COLLEGE POLICIES

ANTIDISCRIMINATION POLICY:

Union College is committed to a policy of equal opportunity for all students and employees without regard to race, color, religion, sex, sexual preference, national origin, disability, or veteran status. Union College prohibits discrimination in all matters involving admission, registration, and all official relationships with students, including evaluation of academic performance.

SEXUAL HARASSMENT POLICY:

Union College will not condone any form of sexual harassment. This is defined as the use of unwelcome sexual advances, request for favors, and other verbal or physical conduct of a sexual nature as an implicit condition of employment as the basis for employment decisions or as interfering with an individual's work performance by creating an intimidating, hostile or offensive work environment. Students are instructed to report any issues of this nature to the CI, CCCE and/or ACCEs.

AMERICANS WITH DISABILITIES ACT:

Union College clinical education policies comply with the guidelines of the Americans with Disabilities Act. Clinical experiences are an essential component of our program for all students. It is the student's responsibility to provide written notification to the ACCE and the CCCE if reasonable accommodations will be required during affiliations. Students requesting accommodations must be registered with the disability counselor in student services. We encourage students to request accommodations as early as possible to facilitate an effective process of supporting his/her needs during the clinical education experience. Any student who does not disclose his/her disability and does not provide a written request for accommodations is not entitled to retrospective accommodations.

The Clinical Education staff is supportive of students with disabilities and will help in identifying, documenting, and requesting accommodations. Assistance is offered to the staff at clinical sites to establish means to provide reasonable accommodations.

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PHILOSOPHY OF CLINICAL EDUCATION:

The American Physical Therapy Association, as well as Union College, considers clinical education an essential component of the curriculum and an integral part of the academic program. The Physical Therapist Assistant Program at Union College has established affiliation agreements with a variety of clinical sites. These include general hospitals, rehabilitation centers, community and hospital-based out-patient facilities, skilled nursing facilities, pediatric facilities, and schools. Agreements will be continually developed and renewed to ensure each student receives exposure to a minimum of inpatient and outpatient experience in the field of physical therapy.

The Physical Therapist Assistant Program at Union College is committed to professional practice expectations in physical therapist assistant education as described by the APTA definition of a PTA, *APTA PTA Ethical Standards* and *Core Values*. Clinical education requires an active partnership between Union College and the clinical sites to provide clinical educational experiences for students. Clinical education prepares students to demonstrate professionalism while using best practice in a safe and effective manner. Clinical education provides the opportunity to learn in the clinical environment by applying knowledge, skills, and behaviors to practice and to assess personal and professional strengths and limitations relative to practice. Students enter the clinic prepared to be active participants and partners in their learning. Clinical performance evaluation measures safe and effective student behaviors and provides an assessment of the degree to which students are capable, responsible, and accountable for their own learning. Clinical education is the beginning of a lifelong learning experience in the practice of physical therapy and serves as a catalyst for lifelong professional development.

GUIDELINES FOR CLINICAL EDUCATION SITE:

The information below is summarized for the *Clinical Education Guidelines and Self-Assessment* endorsed by the APTA.

- The clinical center's philosophy for patient care and clinical education are compatible with those of the academic program.
- Clinical education programs for students are planned to meet specific objectives of the academic program, the physical therapy service, and the individual student.
- The physical therapy staff practices ethically and legally.
- The clinical center is committed to the principle of equal opportunity and affirmative action as required by federal legislation.
- The clinical center demonstrates administrative support of physical therapy clinical education.
- The clinical center has a variety of learning experiences, appropriate to the setting, available to students.
- The clinical center provides an active, stimulating environment appropriate for the learning needs of students.
- Selected support services are available to students.
- Roles of physical therapy personnel are clearly defined and distinguished from one another.
- The physical therapy staff is adequate in number to provide an educational program for students.
- A Center Coordinator of Clinical Education (CCCE), with specific qualifications, is responsible for coordinating the assignments and activities of students at the clinical center.
- Physical Therapy Clinical Instructors (CI) are selected based on specific criteria.
- Special expertise of the clinical center staff is available to students.
- The clinical center encourages clinical educator (CCCE and CI) training and development.
- There is an active staff development program for the clinical center.

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- The physical therapy staff is active in professional activities.
- The physical therapy service has an active and viable process of internal evaluation of its own affairs and is receptive to procedures of review and audit approved by appropriate external agencies and consumers.

PLACEMENT OF CINICAL EDUCATION IN THE CURRICULUM

The clinical experience modules use a developmental progression that links the didactic curriculum throughout the course of study. This clinical design encourages integration of previous learning and stimulates achievement of acquisition and application of essential knowledge, skills, and behaviors, while promoting independence by increasing professional responsibility and decreasing supervision and feedback.

CLINICAL EDUCATION:

<u>Clinical Experience</u>	<u>Clinical Experience</u>	<u>Clinical Experience</u>
1st year Fall semester	2nd year Spring I semester	2nd Year Spring II semester
2 days a week 7.5 hours/day for 12 weeks (180 hours)	Full-Time - 7 Weeks 36 hours/week (252 hours)	Full-Time - 7 Weeks 36 hours/week (252 hours)
Acute Care/Rehab/Ortho	Acute Care/Rehab Ortho/Peds/Neuro	Acute Care/Rehab Ortho/Neuro

PTA 217 CLINICAL EXPERIENCE - TWO DAYS PER WEEK

This part time experience is the first of three comprehensive clinical experiences in a Physical Therapy setting. The purpose of this initial experience is to apply, integrate, and perform learned clinical skills on patients under the direct supervision of a licensed Physical Therapist and/or licensed Physical Therapist Assistant. Basic patient care skills, anatomy/biomechanics, therapeutic exercise, selected assessment techniques, and human disease and pathology will be emphasized. Typical practice settings may include acute care hospitals, private practice, skilled nursing centers, out-patient rehabilitation centers.

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CLINICAL PRACTICE I – TWO DAYS PER WEEK (180 HOURS)

Purpose:	To expose students to expert clinicians who can act as mentors.
Goals:	To facilitate professional behaviors, self-awareness and reflective thinking, effective communication skills and develop a sensitivity and ability to interact in a clinical setting.
Focus:	Basic data collection, intervention and evaluation routinely performed by <u>Physical Therapist Assistant.</u>
Competencies Attained:	Vital Signs Transfer Activities Ambulation Aids, Patterns and Activities Therapeutic Massage Manual Muscle Testing Goniometry Posture Modalities Motor Control Principles Biomechanics and Kinesiology Therapeutic Exercise Musculoskeletal, Pathological Process, and Interventions Issues of Motor Control
Concurrent Skills:	Therapeutic Exercise Research Methods Exercise Testing Pharmacology Orthotic and Prosthetic Assessment Neurological Clinical Medicine Neuromuscular Functional Training Electrotherapy Pediatric conditions, interventions, cardiopulmonary conditions, and treatment. Wounds and Burns
Student Supervision:	Full-time supervision by clinical instructors on site /advisement/instruction by a member of the clinical faculty.
Student Assessment:	Clinical Performance Instrument (CPI) completed Online

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CLINICAL PRACTICE II – FULL TIME CLINICAL EXPERIENCE- SEVEN WEEKS

This is the second of three comprehensive clinical experiences in a physical therapy setting. The purpose of this intermediate experience is to apply, integrate, and perform learned clinical skills on patients under the direct supervision of a licensed Physical Therapist and/or licensed Physical Therapist assistant. The emphasis of this experience is to integrate previously learned and practiced PTA skills, therapeutic modalities, advanced therapeutic techniques, and neurophysiological techniques into an established physical therapy program. Typical practice settings may include acute care hospitals, private practice, sports, developmental centers, skilled nursing centers, geriatrics, pediatrics, in-patient and out-patient rehabilitation centers.

Clinical Practice II – Seven Weeks – Full-Time (252 hours)

Purpose:	The development of technical and non-technical competencies within the mentoring relationship.
Goal:	To facilitate the student's ability to integrate knowledge, generate hypotheses, implement appropriate interventions, and develop goals based on self-assessment.
Focus:	To perform any clinical skills introduced in pre-requisite courses in a clinical setting effectively and competently according to current legal and ethical standards.
Concurrent Skills:	The majority didactic component of the curriculum is complete. Students are competent, not proficient, in all basic physical therapy evaluation procedures and treatment techniques. Time Management Documentation Skin Disease
Student Supervision:	Full-time supervision by clinical instructors on site /advisement/instruction by a member of the clinical faculty.
Student Assessment:	Clinical Performance Instrument completed Online

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Clinical Practice III – Full Time Rotation Final Seven Weeks

This is the third of three comprehensive clinical experiences in a physical therapy setting. The purpose of this final experience is to apply, integrate, and perform learned clinical skills on patients under the supervision of a licensed Physical Therapist and/or licensed Physical Therapist Assistant. The emphasis of this experience is to integrate previously learned and practiced PTA skills, special topics in PT, and clinical management and health care issues into the delivery of a comprehensive physical therapy treatment program. Typical practice settings may include acute care hospitals, private practice, sports, developmental centers, skilled nursing centers, geriatrics, pediatrics, in-patient and out-patient rehabilitation centers.

Clinical Practice III – Final Seven Weeks (252 hours)

Purpose:	The development of technical and non-technical proficiencies within the mentoring relationship.
Goal:	To facilitate the student's ability to integrate knowledge, generate hypotheses, implement appropriate interventions, and develop goals based on self-assessment.
Focus:	to perform all competency skills the clinical setting effectively, competently, and proficiently according to current legal and ethical standards.
Student Supervision:	Full-time supervision by clinical instructors on site /advisement/instruction by a member of the clinical faculty.
Student Assessment:	Clinical Performance Instrument (CPI) completed Online

COORDINATION OF CLINICAL EDUCATION

The clinical education curriculum of the Physical Therapist Assistant Program is a coordinated effort between Union College and the various clinical sites. Union College has affiliation agreements with many clinical facilities in the greater New Jersey area. Affiliation agreements are established on an ongoing basis and include regional, national clinical sites.

The Academic Coordinator Clinical Education (ACCE) makes every attempt to develop clinical sites that provide the best opportunity for the implementation of theoretical concepts offered as part of the didactic curriculum. If a student is interested facility or wants to complete an internship in a certain geographic area where the Physical Therapy Therapist Assistant Program does not have an affiliation agreement, the student must make an appointment to discuss this with the ACCE. The Clinical Site Information Form completed by the clinical sites is available for the student to review.

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CLINICAL EDUCATION PARTICIPANTS ROLES AND RESPONSIBILITIES

ACADEMIC COORDINATOR OF CLINICAL EDUCATION (ACCE)

The Coordinator of Clinical Education is the faculty member responsible for the clinical education component of the Physical Therapist Assistant Program curriculum. The responsibilities of the ACCE are to direct, coordinate, facilitate, administer, and monitor activities on behalf of the PTA program. The ACCE collaborates with the academic and clinical faculty.

These Responsibilities include the following:

- Develop, monitor, and refine the clinical education component of the curriculum.
- Ensure quality learning experiences for students during clinical education.
- Evaluate students' performance and their ability to integrate didactic and clinical learning experiences and to progress within the curriculum.
- Educate students, clinical and academic faculty about clinical education.
- Ensure that the clinical learning environment demonstrates characteristics of sound patient management, professional behavior, and currency with physical therapy practice.
- Ensure that the clinical education program maximizes available resources.
- Provide documented assessment of the clinical education component.
- Develop strategies to actively engage core faculty participation in clinical education planning, implementation and assessment.
- Provide feedback enhance curricular development.
- Provide effective coaching, counseling, and conflict resolution skills.

The Clinical Education office of the Physical Therapist Assistant Program is located at:

Union College
232 East Second Street, Annex Building Room #202
Plainfield, NJ 07060-1308
Dr. Marie Helene McAndrew, PT, DPT
908-412-3541
Email: Marie.helene.mcandre@ucc.edu
Program Secretary Phone - 908-791-4917

CENTER COORDINATOR OF CLINICAL EDUCATION (CCCE)

The center coordinator of Clinical education is an experienced clinician, experienced in clinical education, interested in students, possessing good interpersonal, communication and organizational skills, is knowledgeable with respect to the clinical center and its resources and serves as a consultant in the evaluation processes.

The CCCE's responsibilities include demonstration of:

- Possessing the specific qualifications necessary for coordinating the assignments and activities of students at the clinical center.
- Effective communication and interpersonal skills.

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- Effective instructional skills.
- Effective supervisory skills.
- Effective performance evaluation skills.
- Effective administrative and managerial skills.

CLINICAL INSTRUCTOR (CI)

The Clinical Instructor has a minimum of one year of clinical experience and demonstrates a willingness to work with students by pursuing learning experiences to develop knowledge and skills in clinical teaching. Certification by the APTA as a Credentialed Clinical Instructor would be preferable

The CI's responsibilities include demonstration of:

- Clinical competence, professional skills and ethical behavior in clinical practice.
- Effective communication skills.
- Effective interpersonal skills.
- Effective instructional skills.
- Effective supervisory skills.
- Effective performance evaluation skills
- Compliance with program policies regarding clinical education and timely completion of the CPI online in relation to student performance
- Contact the ACCE immediately if a significant deficiency in student performance is observed at anytime during the clinical education experience

STUDENT

The student is the individual enrolled at Union College in the Physical Therapist Assistant Program. The student is responsible for completing all requirements essential to commence their clinical experience by the due dates designated by the ACCE. Failure to complete these requirements will delay the student from starting their clinical experience. Students are recommended to make copies of all documents uploaded to Castle Branch and/or submitted to the ACCE for their own personal use. The student must work with the ACCE, CCCE and CI to ensure that the clinical experience is optimal.

The student is responsible for the following:

- Actively participates in clinical education process with the ACCE.
- Complies with clinical site requirements for criminal background checks, fingerprinting and/or drug testing to meet clinical facility standards and requirements and provides it to ACCE
- Establish a Castle Branch account in the spring semester before the initiation of the clinical experience
- Uploads proof of Health Care Insurance coverage into Castle Branch. It is not the responsibility of the clinical education facility to offer or provide health insurance to the students
- Complies with all student policies and procedures described in this clinical education handbook.
- Complies with all policies and procedures set forth by the assigned clinical site.
- Completes student health form as provided by the program and uploads it on Castle Branch
- Uploads proof of all required vaccinations as stated in the health form into Castle Branch
- Uploads proof of completed certification of CPR and First Aid in Castle Branch.
- Uploads proof of liability insurance in Castle Branch

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- Adheres to the American Physical Therapy Association's (APTA) Standards of Ethical Conduct for The Physical Therapist Assistant and Values Based Behaviors for Physical Therapist Assistant. (<https://www.apta.org/apta-and-you/leadership-and-governance/policies/standards-of-ethical-conduct-for-the-physical-therapist-assistant>)
- Notifies the ACCE and clinical site of any change of address and telephone number.
- Actively participates as an adult learner in the clinical education process with the clinical faculty.
- Completes ongoing assignments and self-assessments during the clinical internship process requested by the ACCE and/or the clinical instructor.
- Discusses any problems related to clinical placements with the ACCE in a timely fashion
- Communicates in a timely fashion with the ACCE and the clinical instructor any emergencies that will prevent them from attending the clinical experience
- Completes an evaluation of the clinical site and clinical instructor at the completion of each clinical experience.
- Completes the student portion of the CPI online at midterm and at the completion of each clinical experience and reviews it with the clinical instructor
- Complies with clinical site requirements for criminal background checks, fingerprinting and/or drug testing to meet clinical facility standards and requirements.

Students are not considered employees of the clinical education site and are not entitled to employee benefits or remuneration. Specifically, they are not covered under the Workman's Compensation Act. In the case of an accident or emergency at the clinical education site, emergency care will be provided by the clinical education site at the students' expense. The clinical instructor/CCCE and/or student will contact the ACCE as soon as possible in the event of an emergency.

HEALTH CLEARANCE

The college along with our clinical education sites requires that students have a health assessment and appropriate immunizations completed as stated in the student health form prior to starting the Clinical Education experience. Some facilities may require additional health information that is not presently stated in the student health form. The college has contracted with Castle Branch who will be responsible to maintain all student records. These records must be updated by the student as needed.

It is the ACCE's responsibility to confirm that the student has completed all requirements prior to the start of their clinical experience. It is the student's responsibility to provide their health information to the clinical education site when required.

MEDICAL PROBLEMS

Any medical problem that will prevent a student from fulfilling the duties related to the profession of Physical Therapy as stated in the Essential Functions Form, will need to meet with the ACCE and the Program Director to discuss the steps required to complete their clinical experience successfully. Student will be required to obtain a medical clearance from an MD before returning to the clinical site.

CPR/FIRST AID REQUIRMENTS

Students are required to complete a First Aid and CPR certification course for Healthcare Provider administered only by American Heart Association. It is the student's responsibility to ensure that the

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CPR and the First Aid certification is active for all their clinical experiences. Proof of this certification must be uploaded into Castle Branch before the start of their clinical education experience. Please note that student should possess individual certification cards for CPR and First Aid respectively.

OSHA TRAINING

Students are required to demonstrate a clear understanding of OSHA regulations regarding universal precautions and blood borne pathogens prior to attending their clinical education experiences. Documentation of attendance and course content will be provided to clinical education site upon request. Student will be provided with information about this course in PTA 130.

HIPAA

The Health Insurance Portability and Accountability Act of 1995 (PL-104-191) is a federal law which, among other things, requires that health care providers develop and implement policies and procedures to ensure the integrity and confidentiality of patient information. Students are required to demonstrate an understanding of the law prior to attending their first clinical education experience. Students are required to sign a HIPAA form indicating understanding of privacy issues prior to the first clinical affiliation.

CLINICAL COMPETENCE

No student is to perform a skill not checked off on his/her competency checklist by a Union College faculty member unless the skill has been presented by the clinical instructor and in their clinical expertise deem the student safe to perform under their supervision.

CLINICAL EDUCATOR DEVELOPMENT

The Physical Therapist Assistant Program and Union College appreciate the commitment made by the clinical educators to the physical therapy assistant students. Union College will attempt to periodically offer the clinical facility staff the opportunity to attend workshops and clinical education seminars relative to physical therapy education.

OTHER EDUCATIONAL BENEFITS

Faculty Consultation:

The Clinical Education Faculty and the Academic Coordinator of Clinical Education (ACCE's) at Union College are available for support or consultation regarding the clinical education process. We can offer you advice in establishing a new clinical education program, assistance on how to more effectively handle a specific student situation, or how to implement alternative teaching models.

Student in-Services and Projects

Students are expected to provide at least one professional presentation each clinical experience. Presentations or projects may be in the form of a case study, journal article review, the development of an exercise protocol, or and in-service focused on one area of interest to the staff or the clinical site that supports evidence-based practice.

PROFESSIONAL RECRUITMENT

Clinical facilities find that having students is a pleasant and effective way to recruit new staff. As a prospective employer, you will have an opportunity to share with your students the unique career

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opportunities available at your facility. During the educational experience, you will be able to observe the strengths and potentials of each student as they assume some of the roles and responsibilities required of your staff.

PROFESSIONAL GROWTH AND REWARDS

There are many intangible rewards that come from working with students. Most therapists enjoy the challenge students bring to the clinical setting. Some Clinical Instructors (CI's) find they truly enjoy working with students and go on to become Center Coordinators of Clinical Education (CCCE's) or part time faculty members in the Physical Therapy programs. Many Clinical instructors find great satisfaction in knowing they have facilitated the growth of a future Physical Therapist Assistant

CONTEXT FOR CLINICAL LEARNING EXPERIENCES

Union College PTA Program follows the *Normative Model of Physical Therapist Assistant Professional Education: Version 2007 prepared by the APTA*

Characteristics of student learners

- Students are expected to identify and articulate their learning expectations in the clinical site.
- Students are aware of personal learning, teaching, and communication styles.
- Students actively engage in a dialogue with the CI and/or CCCE about each other's learning teaching and communication styles.
- Students recognize that clinical education does not solely occur within the physical therapy Department and that communication with the CI, patient, patient's family, and multiple other medical professionals is essential to achieve success in clinical experiences

Characteristics of Clinical Instructors

- CI/CCCE possesses an active license for the state jurisdiction where the clinical site is located.
- CI/CCCE demonstrates to students that clinical education occurs within the broader context of the facility services, patient needs and health care systems.
- CI articulates and demonstrates to students' other duties/responsibilities of the CI beyond the provision of patient care (e.g., administration responsibilities, peer review, utilization review).
- CI/CCCE demonstrates ethical and legal practice and gives evidence of the same.
- CI/CCCE follows safe practice and risk-management guidelines of the clinical site when determining the level of supervision provided to the student.
- The CI/CCCE recognizes the importance of self-directed learning opportunities.
- CI/CCCE shares with the student how and why they decide to provide and progress a level of supervision.

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Planning of the Clinical Education Experience

- Orientation is provided by the CI and/or CCCE in a comprehensive, cost-effective manner. If this orientation does not occur the student should contact the clinical course faculty member and the ACCE.
- Planning and preparation reflect an awareness of the ongoing expectations of the CCCE, CI and academic program during the clinical experience regarding clinical site and academic program goals and curriculum evaluation.
- Goals of the clinical education experience are mutually agreed on and reflect integration of goals of the academic program, student, CI and/or CCCE, and the clinical site.
- Evidence exists that clinical educators understand the curriculum of the academic program (particularly important: ACCE is responsible for providing the CI with the clinical handbook and specific course syllabus or outline with goals and objectives for the clinical courses).
- The clinical site implements a backup plan in situations where a CI may not be available to fulfill the clinical education agreement (maternity leave, practice consolidation, reduction in patient caseload) with the academic program and the student.
- Clinical sites (CCCE, CI) and academic programs (ACCE) share information about methods taught and used to conduct clinical decision making.
- Rules for formal and informal communication are mutually agreed on by all parties (ACCE, CCCE, CI and student) involved in clinical education. Clinical educator (CI, CCCE) involves students in other professional roles beyond those of direct patient care delivery

Organization of the Clinical Experience

- The CI and/or CCCE provide opportunities for student self-learning, including engaging in intellectual discussions.
- Clinical educators provide opportunities for students to be a part of delivery teams.
- Clinical Educators incorporate into the clinical experience opportunities for students to demonstrate and utilize teaching skills (e.g., teach aides, patients, caregivers, and others).
- Staff members who are not CIs are ready and receptive to participate in some aspects of a student's clinical experience.
- Clinical educators involve students in projects that advance patient goals but that are not necessarily within the provision of direct "hands-on" patient care (communicate with others to further patient goals).
- CIs explicitly engage student in clinical decision making.
- The clinical site arranges, when possible, for extended student learning opportunities, including
 - observation of other disciplines and special programs (e.g., surgery, round, case conferences.).

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Evaluation/Assessment

- The CI uses honest and timely constructive feedback throughout the student's learning experience, with sensitivity to the timeliness of the feedback and the need to reflect both the student's strengths and limitation.
- Students demonstrate modification of their performance by incorporating feedback from the CI.
- Students perform meaningful self-assessment (e.g., keeping weekly logs with a summary that identifies their perceptions of their strengths and weaknesses).
- Scheduled time is set aside for feedback between the student(s) and the CI and/or CCCE.
- Students will show an improvement in their ability to perform over the course of the clinical experience.
- There is a process/mechanism for the CI, CCCE, and the student to address student performance in affective, psychomotor, and cognitive domains throughout all clinical experiences, with emphasis on the affective domain during the first full-time experience.
- Clinical instructors will identify significant student performance deficit(s) prior to midterm so that remediation can be planned by the ACCE/Faculty.
- Students, CI's and CCCE's are held accountable to address professional behaviors.

CLINICAL EDUCATION PROCEDURES

Clinical Education Placement Assignments

Every effort is made to vary student's clinical experiences by having them affiliate at different types of facilities including urban general hospitals, community hospitals, rehabilitation centers, community agencies and specialized facilities (i.e., pediatric, geriatric, sport medicine clinics, private practices, and home care as per state regulations). We strive to provide each student with a variety of clinical experiences. Changes in facility rotations, cancellations, and other unexpected circumstance occasionally create the need to reassign a student after initial placements. Clinical sites are notified when a student is placed at a facility and/or if it becomes necessary to cancel a placement.

Clinical Placement Selection Process

The allocation process starts approximately 1-1/2 years in advance of an experience. The ACCE sends out requests to the clinical sites for placement availability annually in March at the same time as most other PTA schools. These requests are sent to many clinical sites, including those with established clinical education contracts and those other sites we wish to establish as a clinical education partner. We are dependent on these sites to respond with formal commitment to host a student in a timely manner. However, issues (e.g., short staffing, vacation times, and other student commitments) may prevent a facility from making a commitment which can delay this process.

Student Data Form

Students are required to complete a student data form for each clinical education course. This form is designed as a self-evaluation tool and as a way for the student to highlight his/her learning style and experience. Students are responsible for sending this completed form to assigned clinical sites. CCCE's and Clinical Instructors (CI's) find this information helpful in a planning a meaningful clinical experience for students.

Attendance and Tardiness

Students are expected to attend each day scheduled by the clinical education facility. The student is not allowed to use these days as travel days or for personal business. Each student is allowed one excused absence during each clinical experience, which is at the discretion of the ACCE. All unexcused absences must be made up by the student in a manner that is acceptable to the clinical

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education site(s) to fulfill the minimum requirement of clinical hours by CAPTE after consultation with the ACCE. In cases of illness or extreme emergency, the student must notify the CI or CCCE as soon as the clinic opens. Students are also required contact the ACCE by phone and email on the day of absence.

All students must fulfill the required minimum hours to successfully complete the clinical experience. **Failure in completing the minimum hour requirement for all clinical experiences may result in a graduation delay and possible removal from the clinical education site.**

The student must adhere to the schedule established by the clinical education site. This might involve a non-traditional schedule such as working on a weekend or working an unconventional shift. The student may be asked to work for more than 36 hours a week based on the schedule of the clinical instructor and those hours will be counted towards the minimum hours requirement to complete the clinical experience. Tardiness is not acceptable. In the event of an emergency, the student must call the clinic as soon as possible to notify the CCCE or CI of the situation. Student must also notify the ACCE or the program director as soon as possible. All missed time must be made up at the CI's convenience. Three or more episodes of unexcused tardiness will result in a failing grade for the course.

Clinical Site Location

All students require a car for clinical education. Given the geography of our region, public transportation is most often not possible. A student can be assigned to a site up to 1(one) hour driving distance from the campus (one-way). An attempt will be made to minimize the commute or consider a site that is located closer to an off-campus address. Note that although this attempt is made, a short commute cannot be guaranteed. Commuting to clinical placements may also include traveling on bridges/tunnels/ highways that have tolls. Additionally, it is the responsibility of the student to promptly alert the ACCE if housing arrangements change. If an address change is made less than 4 months before the anticipated start date of a clinical experience, the consideration of commuting distance cannot be guaranteed.

Contract Maintenance Affiliation Status

In a continued effort to maintain contracts with clinical sites, contracts are reviewed prior to the student's start date. No student will be permitted to start any clinical experience at a facility that does not have a full executed clinical contract with Union College and which is valid for the duration of the experience.

New Contract Development

Students are not permitted to arrange their own clinical experiences. A student interested in a facility must discuss it with the ACCE. Any potential new clinical site must enter into an agreement with Union College, which is a lengthy process, and-sometimes takes up to 1 ½ years to finalize. Any student with an interest to have an experience at a new site should contact the ACCE as early as possible.

Dress Code

All students are expected to dress in a neat, professional manner while completing clinical education experiences. It is the student's responsibility to determine the dress code of the facility prior to the first day of clinical education experience and to abide by this for the remainder of the course. If the student does not meet the dress requirements of the clinical site, the CI or CCCE has the right to ask the student to leave and return with the appropriate attire. Missed time must be made up. If the clinic does not have a standard for dress code i.e., Scrubs it is expected that the student will wear the school polo and khaki pants, and name tag.

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Students are always expected to be neatly groomed. Long hair must be tied back, nails should be short and neat. A nail polish if used must be a neutral or clear tone. The use of artificial fingernails is not allowed. Any jewelry that may interfere with the safety or effectiveness of patient treatment is prohibited. Students are asked to refrain from the use of colognes or heavily scented cosmetics as patients may be sensitive to fragrances. “Appropriateness” of the student grooming and attire is determined by the ACCE and/or CI at the clinical site.

Each student name tag should be worn in a clearly visible location each day for the clinical experience. The name tag states the student’s name and “Student Physical Therapist Assistant”. Each student is required to obtain his/her own lab coat if one is required by the clinical site.

Assignments

All clinical assignments are to be handed in on time. Students are required to complete an in- service presentation. A copy of the in-service presentation must be submitted to the course faculty member. Additionally, it is the student’s responsibility to assure that the course faculty member at Union College has the following documents at the end of each affiliation (except the one day a week observation):

1. CPI—Clinical Performance Instrument
2. Student Evaluation of Clinic
3. In-service and case studies presented and weekly journal entries
4. Student’s CI evaluation
5. Student’s ACCE evaluation

CLINICAL PERFORMANCE INSTRUMENT (CPI)

INTRODUCTION

The Physical Therapist Assistant Program at Union College has adopted the online Physical Therapist Clinical Performance Instrument (CPI), developed by the American Physical Therapy Association, as the instrument to evaluate the full-time clinical performance of the student. No paper copies of CPI will be accepted by the program

All students will be evaluated using the CPI-Web internet-based tool. At the beginning of the rotation, an information sheet will be sent to each student and CIs with instructions on how to log in on the CPI’s site.

The CPI is designed to evaluate student clinical performance in relation to entry-level competence. It is applicable to a broad range of clinical settings and throughout the continuum of clinical learning experiences. Every performance criterion in this instrument is important to the overall assessment of clinical competence. The student and the CI must discuss the student’s performance at the time of the final evaluation. The form will be returned to the ACCE at the completion of the practicum. The ACCE reviews the form and other evidence speaking to the performance of the student and determines the grade.

USING THE FORM

There are 14 performance criteria to be evaluated on the new Web-based version. In aggregate, these items describe all essential aspects of contemporary professional practice for a physical therapist assistant clinician performing at entry-level. The CI is required to use professional judgment to

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determine the student's level of performance. Before judging the student on each of the performance criteria, five performance dimensions must be considered. These performance dimensions are common to all types and levels of performance. However, the expectations may change in each dimension as the student progresses toward entry into professional practice. The five performance dimensions are: quality of care, supervision/guidance required, consistency of performance, complexity of tasks/environment, and efficiency of performance.

Quality of care refers to the degree of skill or competence demonstrated, the relative effectiveness of performance, and the extent to which outcomes meet the desired goals. For example: A student who exhibits high skill in performance, but low efficiency or effectiveness would be marked lower on the VAS than one whose performance combined high skill with efficiency or effectiveness.

Supervision/guidance required: refers to the level and extent of assistance required by the student to achieve entry-level performance. As a student progresses through clinical education experiences, the degree of monitoring needed is expected to progress from full-time monitoring or cuing for assistance to independent performance with consultation. The degree of supervision and guidance may vary with the complexity of the patient or environment.

Consistency: refers to the frequency of occurrences of desired behaviors related to the performance criterion. Consistency of quality performance is expected to progress from infrequently to routinely.

Complexity of tasks/environment refers to the multiple requirements of patient or environment. The complexity of the environment can be altered by controlling the number and types of elements to be considered in the performance, including patients, equipment, issues, etc.

Efficiency of performance refers to the ability to perform in a cost-effective and timely manner. Efficiency is expected to improve from a high expenditure of time and effort to economical and timely.

Red Flag Item: A flag to the right of a performance criterion indicates a "red-flag" item. The five "red flag" items (numbered 1,2,3,5,7) are considered foundational elements in clinical practice. Difficulty with a performance criterion that is a red-flag item warrants immediate attention and a telephone call to the ACCE. The ACCE will initiate a remediation process to help the student achieve success in these red flag criteria during their clinical education experience. A student will be deemed as a clinical failure and dismissed from the program if they are unable to pass the red flag criteria at the end of the clinical experience despite undergoing remediation.

Rating Scale

The rating scale was designed to reflect a continuum of performance ranging from —Beginning Performance to —Entry-Level Performance. The vertical mark indicates that the student has exceeded the anchor definition of —intermediate performance however the student has yet to satisfy the definition associated with —advanced intermediate performance. To place the rating on an anchor, all the conditions of that level of the rating must be satisfied as provided in the description for each of the 5 anchors.

Entry-level performance: A student who consistently and efficiently provides quality care with simple or complex patient in a variety of clinical environments. The student usually needs no guidance or supervision except when addressing new or complex situation.

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Sample Behaviors: The sample behaviors may be used to guide assessment of students' competency relative to the performance criteria. Given the uniqueness and complexity of clinical practice, the behaviors provided are not meant to be an exhaustive list. There may be additional or alternative behaviors relevant and critical to a given clinical setting.

Significant Concerns Box: A check in this box indicates that a student's performance on the criterion is unacceptable and places the student at risk of failing the clinical experience. When the box is checked, written comments are required, and a phone call is placed to the ACCE.

With Distinction Box: A check in this box indicates that the student's performance on the criterion exceeds expectations for the clinical experience and written comments are required.

Not Observed Box: This should rarely be checked. If you are considering marking this box relative to a specific criterion, please carefully review the sample behaviors listed for the criterion.

Comments: Comments are encouraged for each performance criterion. They should elaborate or clarify students' performance ratings. Comments may include critical incidents, problem or deficit areas, and/or exemplary areas of performance.

Summative Comments: This provides a mechanism for the CI to identify, clarify, and highlight students' overall objective performance as related to their areas of strength, areas needing improvement, and other relevant comments. These Comments should be based on the student's performance relative to the expected performance goal for the clinical experience.

MIDTERM CONFERENCE

Midway through each clinical education experience, the CI and the student meet to formally review/compare the student's performance as measured on their online CPI. Progress and areas for improvement should be noted and goals for the remainder of the experience should be set. Both the student and the CI must sign off online for the ACCE to access it. The student's signature indicates that the student has reviewed the document, but it does not indicate agreement with the review. If the student disagrees with the CI review at midterm, the student is expected to contact the ACCE.

The ACCE will contact the clinical site at or about the midterm to schedule a visit. During the visit the ACCE will interview both the CI and the student to assess student performance. ACCE visits can be conducted virtually if unforeseen circumstances prevent an on-site visit. On occasion if the clinic permits the ACCE may observe the student during a treatment session.

The purpose of the midterm conference is to ensure that the clinical education experience is going well for all concerned (student, ACCEs and CI(s)) parties and that the educational objectives are being met. This conference provides the ACCE with an opportunity to help identify any problems with student performance and address them accordingly. The midterm conference provides an opportunity to discuss the student's strengths, areas for growth, learning style, and goals. The student's feedback is an important component of this discussion. If the student is having difficulty achieving the required level of competency, a learning contract will be developed. This plan will identify specific goals, which need to be reached within a specified period, and strategies that will be employed to remediate the deficiencies for the student to pass the clinical education experience. In some cases, this may involve extending the time frame of the clinical education experience. The ACCE, the CI, and the student will sign the learning contract. The ACCE will follow-up with phone calls or visits as deemed necessary during the

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learning contract. The goal of the learning contract is to help the student and clinical instructor(s) work together to facilitate successful completion of the clinical education experience.

In addition to the midterm conference, the ACCE is always available to aid CI and students should any questions or concerns arise during the clinical education experience. The student, CI, and/or CCCE are encouraged to call the ACCEs at any time and for any reason. ACCE will reach out to a newly appointed CI frequently with recommendations on how to be an effective educator. The CI/CCCE must inform the ACCE in cases where student performance is below minimal acceptance. (Poor performance should be documented using the anecdotal record and/or the critical incident report). This should occur as soon as the problem is identified so that the ACCE can assist in resolving the problem. In some cases, this may involve extending the time frame of the practicum/internship.

FINAL CONFERENCE

At the end of the clinical experience, the student and the CI will meet formally to review/compare their completed online CPI. This online CPI should be signed off by both parties for the ACCE to compute the student's final grade for the clinical education experience

GRADING

In accordance with college policies, the ACCE is responsible for assigning the final grade for all clinical education courses. CPI is used to assess student performance in the clinical education experience, but the ACCE uses other evaluation methods as stated in the course syllabus and the CPI to assign the final grade for all clinical education courses.

SATISFACTORY:

Minimum competency levels, as defined for each clinical education experience, have been reached by the end of the clinical experience

UNSATISFACTORY:

Minimum competency levels, as defined for each course, have not been reached by the end of the clinical experience: Students who do not achieve minimum competency level on the CPI (except for the red flag criteria) as defined for each clinical experience will be required to spend additional two weeks in a clinical site assigned by the ACCE. A student will be deemed as a clinical failure and dismissed from the program with no admission recourse:

- if a student is not fulfilling the passing criteria in the CPI as stated for the assigned clinical experience after the two additional weeks
- if he/she does not pass the red flag criteria (1,2,3,5,7) in the CPI at the end of the clinical experience
- If he/she is removed by the ACCE or the clinical affiliate before the end of the clinical experience due to concerns about red flag criteria
- If the CCCE request removal of the student for good cause (e.g., insubordination, non-compliance with policies or procedures, unsafe, unprofessional, or unethical behavior).
- If a student, of his/her own accord, choose to leave a clinical placement and does not discuss the problem with the ACCE and the CCCE
- If a student exhibits inappropriate professional behavior or patient safety is compromised
- If a student fails to report to the clinical site on any assigned day or leaves the clinical site without permission of the CCCE or ACCE. This excludes emergencies for which prior

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permission is not possible. Documentation will be required for any extended period of illness or emergency

Students at any point in time may be asked to leave the clinic by the CI or their supervisor due to unsafe, unprofessional, unethical, and or inappropriate behavior. Additionally, a student may be removed from a clinic site by the CCCE or the ACCE for reasons stated above.

**** A Student will only be allowed to extend the clinical experience by two weeks only once in the program****

WITHDRAWAL GRADE FROM CLINICAL EDUCATION COURSES

A student may request a withdrawal from a clinical education site for extenuating life circumstance or medical conditions. The student must provide documentation regarding the request in writing. The ACCE will present the case to the program director and/or the Dean of Plainfield Campus and Allied Health Sciences. The student will be informed of the decision in writing. Scheduling of placements in for resumption of clinical education experience is done individually and is subject to availability of clinical education sites. Interruption in clinical education experience may result in postponement of graduation.

In addition to college policy, the following criteria must also be met to receive a grade of Withdrawal in courses that involves a clinical education component:

- Student is unable to complete the clinical due to illness (medical documentation is required)
- Student is unable to complete the clinical due to family crisis or emergency

INCOMPLETE

According to college grading policies, period to request an Incomplete is restricted to the first six weeks of the next regular semester from the date it is first recorded on the student's permanent record. A grade of Incomplete is warranted if the following criteria are met:

- For CPI Criteria 1,2,3,5,7 the student has reached the competency level required, and either some, or all the remaining criteria were not met due to extenuating circumstances as determined by the ACCE
- A student could be asked to return to the same clinical site where an incomplete grade was achieved or may be placed in a new clinical site at the discretion of the ACCE and as availability permits

COMPLIANCE WITH POLICIES AND PROCEDURES

The Physical Therapy Assistant Program emphasizes to each student the importance of conforming to the appropriate rules and regulations of the clinical site. Students are required to follow all rules and policies, whether provided by college or the clinical site. The CI and the CCE have the right to enforce the policies of the facility and to expect that the student will follow the policies of the college as established in this handbook.

CLINICAL SITE EVALUATION

Upon completion of each clinical experience, the student is asked to complete a Student Evaluation of the Clinical Education Experience This form is designed to provide feedback to the clinical facility and

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the ACCE regarding the opportunities and experiences at the clinical facility. The student is asked to provide the clinical site and the college with a copy of this form. The program office maintains these evaluations on file for reference by future students considering placement at the clinical site evaluated.

CLINICAL INSTRUCTOR EVALUATION

The student is asked to complete a CI Assessment form. This form is designed to provide feedback to the CI. This information is utilized by the ACCE and program director to identify possible professional development needs.

ACCE EVALUATION:

The CCE and the CI will be required to evaluate the ACCE at the end of each clinical experience.

CLINICAL REFLEXIVE JOURNAL for PTA 217 and PTA 224

GUIDELINES:

1. Make a biweekly entry.
2. Use your journal for reflection on your clinical education experience and focus on yourself using the essential skills and professional behaviors as a guide.
 - a. Reflect on clinical milestones accomplished or not accomplished during the week.
 - b. Reflect on goals planned for the following week
 - c. Reflect on your feelings regarding the clinical experience.
3. Write down your reactions, questions, comments, criticisms, and insights about the clinical experience.

GOALS:

1. To think about the curriculum content outside the classroom.
2. To promote critical thinking about how the clinical experience affects, your professional behavior, confidence, competence, and communication skills necessary for optimal patient-practitioner interaction.

IN-SERVICE PRESENTATIONS DURING CLINICAL EXPERIENCES

Students are required to do an in-service at each clinical education site as a professional service to the facility. It is an opportunity for the students to showcase their knowledge and professionalism. The presentation is also an opportunity for the student to engage in evidence-based practice and contribute to the physical therapy profession.

When planning and conducting the in-service follow these steps:

- Start planning the in-service in the first weeks of the rotation including setting a date and time.
- Investigate what topic is relevant to the clinic, the staff and the Clinical Instructor.
- Send an email to your PTA 217 and PTA 224 faculty member regarding the topic and clinical relevance.
- Specify if your intent to use material from professors in the PTA program.
Identify your audience. Make sure that the information presented is valuable to them.
- Perform a literature review of the topic that should include at least 2 peer reviewed journal

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- articles.
- The material to be presented should include a critical discussion of the available literature and be based on evidence-based practice (EBP).
 - Include a discussion point how your topic relates to the APTA guide to PT practice.
 - Should you want to use PowerPoint slides or other material from professors in the PTA program you must get written permission for all slides/material. The number of slides from a professor should not exceed 25% of your presentation.
 - Produce a presentation including supporting visual material such as PowerPoint, overheads etc.
 - Show a draft of the presentation to your CI no later than 1 week before the presentation. The CI must pre-approve the material before conducting the in service.
 - Provide a handout for the audience including a literature reference and information about where to find more information (if appropriate).
Student should expect to answer questions from the CI or anyone attending the in-service.
 - After the presentation recruit feedback from the Clinical Instructor about your performance and the material presented.

UNION COLLEGE PTA PROGRAM CLINICAL EDUCATION HANDBOOK

UNION COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM
232 EAST SECOND STREET PLAINFIELD, NEW JERSEY 07060
TELEPHONE: 908.412.3541

MEMORANDUM

TO: CCE'S AND CI'S

**SUBJECT: RATING STUDENTS WITH THE CPI FOR THE FALL SEMESTER
SYLLABUS FOR PTA 217- CLINICAL EDUCATION**

The following guidelines are intended to assist you in rating the PTA students from Union College for this intermediate clinical affiliation.

At the end of the clinical experience students at a minimum should achieve Advance Beginner anchor for criteria 4-14 and Advance Intermediate anchor for criteria 1- 3.

As the course instructor, I will assign the course letter grade after reviewing each CPI Evaluation and course requirements. The student must receive a composite score of a C+ to successfully complete the course. Union College has adopted the following guideline to represent the minimal level of acceptable performance (C+) by a student at the completion of this clinical experience.

PLEASE NOTE:

A student must score a vertical line after beginner level anchor for criteria 4-14 at midterm evaluation and must achieve the advanced beginner level anchor by final evaluation. For criteria 1,2,3, a student must score at an advanced beginner level anchor at mid-term evaluation and must achieve an advanced intermediate level anchor at final evaluation. For criteria 4-14 a student must score at an advanced beginner level at final evaluation A student will be provided with a learning plan if the student falls below the standard stated above. Failure to follow the learning plan as formulated by the ACCE may result in removal/dismissal from the clinical site. #1, #3, #5, and #7 on the CPI are considered as red flag criteria and a student must score at the anchor stated above to successfully pass the clinical experience.

The PTA program at Union College will not accept any paper from of CPI and all CI's will need to complete the CPI electronically.

If you have any questions or concerns, please contact me at your convenience at Marie-helene.mcandre@ucc.edu or 908-412-3541.

Professionally,

Marie-Helene McAndrew PT, DPT

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UNION COLLEGE

PHYSICAL THERAPIST ASSISTANT PROGRAM

232 EAST SECOND STREET PLAINFIELD, NEW JERSEY 07060

PTA 217 PASSING CRITERIA

- 1) Safety: The student displays this behavior at an **Advanced Intermediate** performance anchor
- 2) Clinical Behavior: The student displays this behavior at an **Advanced Intermediate** performance anchor
- 3) Accountability: The student displays this behavior at an **Advanced Intermediate** performance anchor
- 4) Cultural Competence: The student displays this behavior at an **Advanced Beginner** performance anchor
- 5) Communication: The student displays this behavior at an **Advanced Beginner** performance anchor
- 6) Self-Assessment and Lifelong learning: The student displays this behavior at an **Advanced Beginner** performance anchor
- 7) Clinical Problem Solving: The student displays this behavior at an **Advanced Beginner** performance anchor
- 8) Interventions: Therapeutic Exercises: The student displays this behavior at an **Advanced Beginner** performance anchor
- 9) Interventions: Therapeutic Techniques: The student displays this behavior at an **Advanced Beginner** performance anchor
- 10) Interventions: Physical Agents and Modalities: The student displays this behavior at an **Advanced Beginner** performance anchor
- 11) Interventions: Electrotherapeutic Modalities: The student displays this behavior at an **Advanced Beginner** performance anchor
- 12) Interventions: Functional Training and Application of Devices and Equipment: The student displays this behavior at an **Advanced Beginner** performance anchor
- 13) Documentation: The student displays this behavior at an **Advanced Beginner** performance anchor
- 14) Resource Management: The student displays this behavior at an **Advanced Beginner** performance anchor

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PHYSICAL THERAPIST ASSISTANT PROGRAM

232 EAST SECOND STREET PLAINFIELD, NEW JERSEY 07060

TELEPHONE: 908.412.3582

MEMORANDUM

TO: CCE'S AND CI'S

**SUBJECT: RATING STUDENTS WITH THE CPI FOR THE SPRING SEMESTER
SYLLABUS FOR PTA 224- CLINICAL EDUCATION ROTATION**

The following guidelines are intended to assist you in rating the PTA students from Union College for the **first twelve-week** full-time clinical affiliation.

At the end of the clinical experience students at a minimum should achieve Advance Beginner Anchor for criteria 4-14 and Advanced Intermediate Anchor for criteria 1-3.

As the faculty member, I will assign the course letter to each CPI evaluation. The student must receive a composite score of a C+ to successfully complete the course. Union College has adopted the following guideline to represent the minimal level of acceptable performance (C+) by a student at the completion of this clinical experience.

PLEASE NOTE:

A student must score a vertical line after advanced beginner level anchor for criteria 4-14 at midterm evaluation and must achieve the advanced intermediate level anchor by final evaluation. For criteria 1,2,3, a student must score at an advanced intermediate level anchor at mid-term evaluation and must achieve an Entry level anchor at final evaluation. A student will be provided with a learning plan if the student falls below the standard stated above. Failure to follow the learning plan as formulated by the ACCE may result in removal/dismissal from the clinical site. . #1, #3, #5, and #7 on the CPI are considered as red flag criteria and a student must score at the anchor stated above to successfully pass the clinical experience.

The PTA program at Union College will not accept any paper from of CPI and all CI's will need to complete the CPI electronically

If you have any questions or concerns, please contact me at your convenience at Marie-helene.mcandre@ucc.edu or 908-412-3541.

Professionally,

Marie-Helene McAndrew PT, DPT

UNION COLLEGE PTA PROGRAM CLINICAL EDUCATION HANDBOOK

First Seven Week Clinical Rotation

PTA 224 PERFORMANCE CRITERIA

- 1) Safety: The student displays this behavior at an **Entry Level** performance anchor
- 2) Clinical Behavior: The student displays this behavior at an **Entry level** performance anchor
- 3) Accountability: The student displays this behavior at an **Entry level** performance anchor
- 4) Cultural Competence: The student displays this behavior at an **Advanced Intermediate** performance anchor
- 5) Communication: The student displays this behavior at an **Advanced Intermediate** performance anchor
- 6) Self-Assessment and Lifelong learning: The student displays this behavior at an **Advanced Intermediate** performance anchor
- 7) Clinical Problem Solving: The student displays this behavior at an **Advanced Intermediate** performance anchor
- 8) Interventions: Therapeutic Exercises: The student displays this behavior at an **Advanced Intermediate** performance anchor
- 9) Interventions: Therapeutic Techniques: The student displays this behavior at an **Advanced Intermediate** performance anchor
- 10) Interventions: Physical Agents and Modalities: The student displays this behavior at an **Advanced Intermediate** performance anchor
- 11) Interventions: Electrotherapeutic Modalities: The student displays this behavior at an **Advanced Intermediate** performance anchor
- 12) Interventions: Functional Training and Application of Devices and Equipment: The student displays this behavior at an **Advanced Intermediate** performance anchor
- 13) Documentation: The student displays this behavior at an **Advanced Intermediate** performance anchor
- 14) Resource Management: The student displays this behavior at an **Advanced Intermediate** performance anchor

UNION COLLEGE PTA PROGRAM CLINICAL EDUCATION HANDBOOK

UNION COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM
232 EAST SECOND STREET PLAINFIELD, NEW JERSEY 07060
TELEPHONE: 908.412.3582

MEMORANDUM

TO: CCE'S AND CI'S

**SUBJECT: RATING STUDENTS WITH THE CPI FOR THE SPRING SEMESTER
SYLLABUS FOR PTA 224- CLINICAL EDUCATION ROTATION 2**

The following guidelines are intended to assist you in rating the PTA students from Union College for the last seven-week full-time clinical affiliation.

At the end of the clinical experience students at a minimum should achieve for all criteria 1-14 Entry Level Anchor.

As the faculty member, I will assign the course letter to each CPI evaluation. The student must receive a composite score of a C+ to successfully complete the course. Union College has adopted the following guideline to represent the minimal level of acceptable performance (C+) by a student at the completion of this clinical experience.

PLEASE NOTE:

A student must score a vertical line after advanced intermediate level anchor for all criteria (1-14) and an entry level anchor by final evaluation. A student will be provided with a learning plan if the student falls below the standard stated above. Failure to follow the learning plan as formulated by the ACCE may result in removal/dismissal from the clinical site. #1, #3, #5, and #7 on the CPI are considered as red flag criteria and a student must score at the anchor stated above to successfully pass the clinical experience.

The PTA program at Union College will not accept any paper form of CPI and all CI's will need to complete the CPI electronically

If you have any questions or concerns please contact me at your convenience at Marie-helene.mcandre@ucc.edu or 908-412-3541.

Professionally,

Marie-Helene McAndrew PT, DPT

UNION COLLEGE PTA PROGRAM CLINICAL EDUCATION HANDBOOK

Second Seven Week Clinical Rotation

PTA 224 PERFORMANCE CRITERIA

- 1) Safety: The student displays this behavior at an **Entry Level** performance anchor
- 2) Clinical Behavior: The student displays this behavior at an **Entry level** performance anchor
- 3) Accountability: The student displays this behavior at an **Entry level** performance anchor
- 4) Cultural Competence: The student displays this behavior at an **Entry Level** performance anchor
- 5) Communication: The student displays this behavior at an **Entry Level** performance anchor
- 6) Self-Assessment and Lifelong learning: The student displays this behavior at an **Entry Level** performance anchor
- 7) Clinical Problem Solving: The student displays this behavior at an **Entry Level** performance anchor
- 8) Interventions: Therapeutic Exercises: The student displays this behavior at an **Entry Level** performance anchor
- 9) Interventions: Therapeutic Techniques: The student displays this behavior at an **Entry Level** performance anchor
- 10) Interventions: Physical Agents and Modalities: The student displays this behavior at an **Entry Level** performance anchor
- 11) Interventions: Electrotherapeutic Modalities: The student displays this behavior at an **Entry Level** performance anchor
- 12) Interventions: Functional Training and Application of Devices and Equipment: The student displays this behavior at an **Entry Level** performance anchor
- 13) Documentation: The student displays this behavior at an **Entry Level** performance anchor
- 14) Resource Management: The student displays this behavior at an **Entry Level** performance anchor

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CLINICAL FORMS

Student Data Form:

This form should be completed by the student and provided to the clinical instructor on or before the first day of the student's clinical rotation. The purpose of this form is to provide your clinical instructor base line information of your learning style and personality to facilitate an open and productive relationship.

Clinical Experience Form:

This form should be completed by the student and provided to the clinical instructor on or before the first day of the student's clinical rotation. The purpose of this form is to provide your clinical instructor insight to your clinical exposure as a student.

Personal Data Sheet:

This form is to be completed by the student and provided to the CI prior to or on the first day of clinic. This form provides the clinic contact and insurance information.

Initial Week Evaluation:

The first week form is to be completed at the end of the first week by the CI and sent to the course instructor by the student. The purpose of this form is to alert the instructor immediately if there are areas that are unsatisfactory for Essential Functions and Generic Abilities. This form is to be completed for all clinical rotations.

Clinical Performance Referral/Warning:

This form may be completed in concert with other methods such as a student meeting to inform the student of problem/concerns during their clinical rotation that must be addressed by the student. In addition to this form the student may receive a Learning Contract created by the ACCE.

PTA 224 Clinical Experience Tracking Form:

This form must be completed at the end of each week by the student and sent to the course faculty member. The purpose of this form is to allow students to reflect on their learning and progression throughout the clinical experience. This form also serves as a tool that the faculty may use to guide feedback and suggestions to the student. The completed forms may assist students as they complete the midterm and final self CPI.

Weekly Planning Form:

This form is used to track the number of hours completed by the student during their clinical experiences. Students are expected to record the number hours spent in the clinical education experience which will be reviewed by the ACCE. Additionally, this form will assist the student and CI to formulate goals on a weekly basis to achieve the set objectives and anchors for the clinical experience.

Behavioral Form:

This form may be used but is not required to be completed during a clinical rotation. The purpose of this form is to assist the student and CI and additional document record for text related to positive or negative student behavior that may not be captured on the CPI tool.

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Joint Commission to Excellent Form:

This form is to be completed by the end of the first week by the CI and student. The form should be sent to the course instructor by the student.

Critical Incident Report:

This form may be completed by the clinical instructor to document a specific event or behavior that is a safety concern for either the student or patient.

Dismissal Notice:

This form may be used to document that a student has been informed that they are in jeopardy of failing a clinical experience.

Student Affiliation Request Form:

This form is used to document student choices for their clinical experiences and to ascertain where if any they have performed work as an aide. A student will not be placed at a clinical site where they have worked as an aide.

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPPA)

Students are provided with the HIPAA law so that they can familiarize themselves with this law before they embark on their clinical experiences.

HIPPA Confidentiality Agreement:

This form is used to attest that a student has read the HIPPA law and are aware of the penalties if they fail to follow the law during their clinical experiences.

Student Conference Record:

This form is used to document a meeting between a student and faculty regarding student performance

Release Form:

This form is used to inform students about the necessary documents they need to upload to castle branch and how their records are maintained.

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STUDENT DATA FORM

Student: _____ Date: _____

Individual Characteristics Profile

Personality Style:

_____ Prepared; organized, follow the rules; keep at the task while maintain structure and supporting the rules.

_____ Helping emphasis, desire to make a difference; nurturing; facilitator of other' potential.

_____ Adventurous; loves competition; impulsive; prefers hands-on approach to problem solving and a direct line of reasoning.

_____ Creative; abstract thinking; enjoys the challenge of problem solving.

Learning Style: Circle the term that correlates with your style:

Environment: quiet noise

Time of Day: early late

Sociological: alone in groups

Psychological: short burst long stretches of time spent on learning

**Visual/Auditor
Kinesthetic/Tactile
Preference:** tactile/kinesthetic auditory visual

Organization: structured experience creates own structure

Learning Style: concrete experience observation experimentation conceptualization

Strength Areas: _____

Developing Areas:

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CLINICAL EXPERIENCE FORM

Student Name:

CENTER	TYPE OF EXPERIENCE	DATES

What do you hope your clinical instructor will expect of you?

What are you afraid your clinical instructor will expect of you?

State three educational objectives for this clinical experience.

- 1.
- 2.
- 3.

Student Signature: _____

Date: _____

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PERSONAL DATA SHEET FOR CLINICAL EDUCATION

Name:	
Address:	
Cell#:	
Home Phone#:	
Emergency Phone #:	
Email Address:	
Foreign Languages Spoken:	

PERSON TO BE NOTIFIED IN CASE OF EMERGENCY

Name:	
Address:	
Cell/Work#:	
Home Phone#:	
Relationship:	

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INITIAL WEEK EVALUATION

First Name: _____ Last Name: _____ Date: _____

AFFILIATION SITE:

The Student	Meets Expectations	Requires Improvement	Does not meet expectations	Comments
Is Punctual and prepared for the clinic day				
Observation skills				
Demonstrates Professional Conduct				
Demonstrates Adult learning behavior for learning				
Communicates Effectively With Peers, Patients and Supervisors				
Demonstrates initial Critical thinking skills				
Accepts and applies constructive feedback				
Is flexible and adapts to needed changes				

Comments:

CLINICAL INSTRUCTOR: _____
LICENSE#: _____

Student Signature:

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CLINICAL PERFORMANCE REFERRAL/WARNING

Student: _____

CWID#: _____

Instructor: _____ Course: _____ Date: _____

PROBLEM ASSESSMENT

- Tardiness
 - Excessive absenteeism
 - CI provided Homework late/missing
 - Non improving communication skills

 - Lack of preparation for clinical assignment
 - Previous learning (didactic/clinical) not applied in the clinical setting

 - Lack of improvement despite corrective measures undertaken by the clinical instructor
 - Other: _____
-

Comments: _____

Date: _____

Clinical Site:

Clinical Instructor's Name:

Clinical Instructor's signature:

Student Name:

Student Signature: _____

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WEEKLY CLINICAL EXPERIENCE TRACKING FORM

Name: _____

Date: _____

Affiliation _____

Week# _____

1. Identify two positive experiences this week:

a. _____

b. _____

2. Identify two experiences or questions that were challenging, or that you would or did discuss with your CI.

a. _____

b. _____

3. Identify two clinical skills that have improved or continued to improve this week:

a. _____

b. _____

4. The supervision you received was: adequate _____, too little _____, too much _____.

5. Communication between you and your CI was: adequate _____, too little _____, too much _____.

6. List three measurable goals/objectives to be accomplished in the coming week:

a. _____

b. _____

c. _____

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WEEKLY PLANNING FORM

1. Useful adjunct to summative evaluation
2. Promotes program assessment
3. Promotes planning

Allows for and promotes student self-assessment

Dates:

Week#

Summary of Previous Week: (progress, feedback)

	Time In	Lunch In/Out	Total Hours
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
Total hours for the Week			

Student:

Clinical Instructor:

Goals for the Upcoming Week:

Student Signature:

CI Signature:

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BEHAVIORAL FORM

1. Useful as an adjunct to summative evaluation but does not stand alone well.
2. Can be used to document positive or negative behaviors.
3. Useful in supporting grades, especially low affective behaviors.
4. Requires student signature.

Student's Name: _____

Date: _____

CE/CCCE/Observer:

Setting: (place, persons involved, atmosphere, etc.)

Student's Action or Behavior:

Evaluator's Interpretation:

Student Comments:

Student Signature:

Evaluator Signature

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JOINT COMMITMENT TO EXCELLENCE

The Physical Therapist Assistant Program at Union College considers clinical education an essential component of the curriculum and an integral part of the academic program. Together the student and CI are committed to the clinical education experience thereby ensuring the student and CI are committed to the clinical education experience thereby ensuring an optimal learning experience. It is the student's responsibility to take initiative, to be accountable for his/her learning, and to take advantage of opportunities presented during each clinical experience. The clinical instructor demonstrates a willingness to work with students in pursuing learning experiences to develop knowledge and facilitate the integration of clinical teaching.

For optimal clinical learning to take place, it is the belief of the Physical Therapist Assistant Program that each of the following must occur between the physical therapist Assistant student and the clinical instructor:

- Active participation in the clinical education process
- Initial establishment of expectations, roles, responsibilities and limitations
- Review of policies and procedures of respective facilities
- Review of student's personality characteristics and learning style
- Identification of student's clinical education goals and plans to meet goals
- Recognition of student's current level of knowledge
- Regular, ongoing constructive feedback
- Formal and timely mid-term and final evaluations
- Open and honest communication when potential conflicts arise
- Delivery of truthful, accurate information related to clinical content and professionalism.
- Mutual respect for each other on both a personal and professional basis

By signing below, we _____ and _____
Student (print) **CI (print)**

Acknowledge our support of the Physical Therapist Assistant Program's *Joint Commitment to Excellence* in clinical education and agree to do everything that we can to assure each of the criterion stated above are fulfilled.

Student Signature:

Date:

Clinical Instructor Signature:

Date:

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CRITICAL INCIDENT REPORT

1. Useful adjunct to summative evaluation, but not useful alone.
2. Can be used to document a series of similar behaviors, usually problem behaviors.
3. No interpretation by observer; just the facts.
4. Includes clearly stated consequences for the behavior.
5. Requires student signature.
6. This form must be filled out by the CCCE or CI

Record incident clearly and concisely without reflecting any biases:

Student: _____ **Date:** _____ **Time:** _____

CI/CCE: _____

Description of the incident:

Description of any related injury:

Student's Action:

Student Signature

Evaluator Signature

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NOTIFICATION OF THE POTENTIAL FOR DISMISSAL FROM THE CLINICAL SITE

Student's Name: _____

Date: _____

CI/CCCE: _____

ACCE: _____

PT Course: _____

Clinical Site: _____

I have been notified on this date, _____, that I am not meeting the standards of the facility and the physical therapy assistant program course criteria for the clinical experience. I understand that I am in jeopardy of failing this experience at this site and dismissal from the program.

Student's Signature: _____

Date: _____

ACE'S Signature: _____

Date: _____

CI's Signature: _____

Date: _____

CCCE' s Signature: _____

Date: _____

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STUDENT AFFILIATION REQUESTS

NAME:	ADDRESS:
TOWNS IN CLOSE PROXIMITY:	COUNTY:
1.) Where did you do your volunteer hours?	
2.) If any, where did you do your aide work?	
3.) Please prioritize your top 3 choices (number 1-3) ____ Rehabilitation Center ____ Pediatric Hospital/School ____ Geriatrics/Nursing Home ____ Outpatient/Private Practice ____ Acute Care Hospital	

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HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPPA)

A discussion of how to protect medical privacy has been underway since the passage by Congress in 1996 of the Health Insurance Portability and Accountability Act (HIPPA). This act requires the adoption by medical facilities of security and privacy standards to protect personal health information. The rule limits the use and release of individually identifiable health information; gives patients the right to access their medical records; restricts most disclosures of health information to the minimum needed for the intended purpose; and establishes safeguards regarding disclosure of records for certain public responsibilities, such as public health and law enforcement.

When you begin working at a facility, as part of your orientation, you will be advised of the clinic's specific privacy practices and how you are expected to follow them. It is your responsibility to make sure you understand what you need to do to follow this important law.

The following information will help you understand the terms and procedures and are general guidelines to follow. Students at Union College will be expected to follow these guidelines with respect to information gained during examination and intervention of fellow classmates and/or instructors or guests, in the laboratory setting.

HIPPA TERMINOLOGY

(Adapted from a St. Barnabas employee handout)

- **HIPPA OR HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT:**
A FEDERAL LAW THAT PROTECTS THE PRIVACY OF PATIENT HEALTH INFORMATION.
- **OCR OR OFFICE OF CIVIL RIGHTS:**
THE GOVERNMENT AGENCY RESPONSIBLE FOR ENFORCING THE HIPPA PRIVACY REGULATIONS.
- **PHI OR PROTECTED HEALTH INFORMATION:**
MEANS ANY INFORMATION CREATED OR MAINTAINED BY THE FACILITY THAT RELATES TO THE PAST, PRESENT OR FUTURE PHYSICAL, MENTAL HEALTH CARE OF A PATIENT, OR PAYMENT FOR THE HEALTH CARE.
(Any information that can identify the patient such as name, address, medical record number, diagnosis, etc.)
- **HIPPA PRIVACY NOTICE:**
STARTING IN APRIL 2003, EVERY PATIENT WILL RECEIVE A PRIVACY NOTICE BEFORE RECEIVING MEDICAL SERVICES TELLING THEM ABOUT THEIR RIGHTS UNDER HIPPA AND HOW THE FACILITY MAY USE OR DISCLOSE THEIR PROTECTED

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HEALTH INFORMATION. THIS NOTICE INCLUDES THE NAME OF THE PRIVACY OFFICER AND PROVIDES INFORMATION ABOUT MAKING A COMPLAINT.

- **PRIVACY OFFICER:**
THE PERSON RESPONSIBLE FOR IMPLEMENTING HIPPA PRIVACY POLICIES AT YOUR FACILITY.
THE PRIVACY OFFICER IS RESPONSIBLE FOR HANDLING PRIVACY RELATED CONCERNS.
- EMPLOYEES ARE NOT PERMITTED ACCESS TO PHI NEEDED TO DO THEIR JOBS. CHECK WITH YOUR SUPERVISOR IF YOU ARE UNSURE ABOUT WHAT TYPE OF INFORMATION YOU ARE ALLOWED TO ACCESS.
- **PRIVACY PRACTICES:**
HIPPA EXPECTS US TO TAKE COMMON SENSE PRECAUTIONS THAT PROTECT THE PRIVACY OF HEALTH INFORMATION.
- **USING PHI:**
MEANS SHARING, ANALYZING, OR USING PHI WITHIN THE FACILITY THAT MAINTAINS THE INFORMATION.
(ex.: to an insurance company)
- **REQUESTING PHI:**
MEANS WE CAN REQUEST PHI FROM ANOTHER HEALTH CARE PROVIDER.
(ex.: transferred patients from another facility)

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GENERAL RULES ABOUT PRIVACY

- DO NOT DISCUSS PRIVATE INFORMATION IN PUBLIC PLACES
- TURN COMPUTER SCREENS AWAY FROM PATIENTS AND VISITORS
- DISCARD PROTECTED HEALTH INFORMATION (PHI) IN LOCKED BINS DO NOT PLACE PHI IN OPEN TRASH BINS
- DO NOT LEAVE FAX MACHINES UNATTENDED WHEN EXPECTING A PRIVATE FAX
- DO NOT LEAVE COPIERS UNATTENDED WHEN COPYING PRIVATE INFORMATION
- LOWER YOUR VOICE WHEN DISCUSSING SENSITIVE INFORMATION
- PROTECT CHARTS AND OTHER PRIVATE INFORMATION FROM PUBLIC VIEW
- NEVER SHARE COMPUTER PASSWORDS AND LOG-OFF WHEN PRACTICAL
- ONLY ACCESS THE MINIMUM INFORMATION NEEDED TO DO YOUR JOB

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HIPPA/CONFIDENTIALITY AGREEMENT

The Health Insurance Portability and Accountability Act (HIPAA) is a set of federal rules that defines what information is protected, sets limits on how that information may be used or shared, and provides patients with certain rights regarding their information.

These rules protect information that is collected or maintained, (verbally, in paper, or electronic format) that can be linked back to an individual patient and is related to his or her health, the provision of health care services, or the payment for health care services. This includes, but is not limited to, clinical information, billing and financial information, and demographic/scheduling information. Any use or disclosure of protected information requires written authorization from the patient.

Any patient information you see or hear, directly or indirectly, must be kept confidential when attending your clinical education rotations to include but not limited to charts and other paper and electronic records, demographic information, conversations, admission/discharge dates, names of attending physicians, patient financial information.

I understand and agree to the following:

I will access, use, and disclose such information as described within my scope of practice as a Physical Therapist Assistant Student.

I understand that any fraudulent application, violation of confidentiality or any violation of the above provisions will result in the termination of my privilege to observe and participate in the PTA Program's clinical education experiences, and I may be subject to legal liability as well.

My signature below indicates that I have read, accept, and agree to abide by all of the terms and conditions of this Agreement and agree to be bound by it.

Student Name: _____ Date: _____

Signature: _____ Date: _____

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STUDENT CONFERENCE RECORD

Date:

Student:

Faculty:

Topics discussed:

poor or failing grades on exams

failure to take exams on scheduled or makeup dates

failure to hand in assignments on due dates

consistent late arrival to class

excessive absences

poor utilization of lecture and/or lab time

other

Remedies:

tutoring

participation in study group

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Conference Record

Student Name:

request for help from faculty/instructors

increase study time

decrease time in outside employment

more consistent reading of textbook assignments (i.e., class preparation)

seeing a counselor at Union College

Comments:

Student Signature

Date

Instructor Signature

Date

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RELEASE FORM

The Union College Physical Therapist Assistant Program consists of two components, didactic (classroom learning) and clinical experiences. Upon completion of this program, a national examination is required for licensure.

In order to begin clinical experiences, it may be necessary for the student to have results submitted to a facility with regards to drug screening, HIV testing, criminal background, psychiatric illness and/or substance abuse, or academic concerns. Many of the affiliation sites require a copy of current information (no more than one year old). Students may be required to have two physical examinations completed by their own personal physician during the course of the program. Some facilities may require additional screening such as a more in-depth drug screening and/or a two or three step Mantoux test for tuberculosis.

Students are required to upload the necessary documents on Castle Branch as instructed by the college. Students themselves provide access to clinical sites regarding their health information through castle branch. A copy of students' health information is not kept on college premises.

I have reviewed and understood the information above and understand that I need to upload the necessary documents on Castle Branch and provide access to those forms to my assigned clinical sites so that I can begin my clinical experience.

Please Print

Student Signature

Date